

June 2010 Braam Oversight Panel Meeting – Day One

Children's
Administration
and Medicaid
Personnel
Administration

June 22 – 23, 2010



Washington State
Department of Social
& Health Services

CA Children's Administration



Updates from Children's Administration

Denise Revels Robinson, MSW

Assistant Secretary

DSHS - Children's Administration (CA)





Fostering Well-Being Program 1st Quarter Highlights

Margaret Wilson

*Children's Health Nursing Consultant Advisor,
Medicaid Purchasing Administration (MPA)*



HRSA Changes

- Health and Recovery Services Administration (HRSA) is now the Medicaid Purchasing Administration (MPA)
- Effective May 1, 2010, Division of Behavioral Health and Recovery reports to Aging and Disability Services Administration (ADSA)
- The Division of Disability Determination (DDD) Services is under Economic Services Administration (ESA)



Highlights of 1st Quarter 2010

- More than 1,200 newly placed children were opened on Medicaid coverage
- Child Profile immunization reports, which included immunization provider information, were sent to caregivers
- Child Profile reports were uploaded into the CA FamLink information system
- Medical records were requested for of newly placed children



Highlights of 1st Quarter 2010

- Developed care coordination eligibility criteria
- Fostering Well-Being Care Coordination Unit received referrals from RMCs, CHET Screeners, and Social Workers
- Developed care coordination for medically complex children
- Contacted social workers to discuss care coordination needs



Highlights of 1st Quarter 2010

- Developed database to track care coordination services
- Increased proficiency using FamLink system and initiated data entry in FamLink, including health conditions and EPSDT information
- Reviewed ProviderOne capacity to send automated EPSDT reminder letters to caregivers
- Developed fact sheets and distributed to social workers and caregivers



Highlights of 1st Quarter 2010

- Collaboration has been initiated with multiple stakeholders, including:
 - Internal MPA programs such as Medical Benefits and Clinical Review for Medicaid authorizations, and the Healthy Options Managed Care office
 - Division of Behavioral Health and Recovery
 - Aging and Disability Services Administration programs such as Medically Intensive Children's Program
 - Department of Health Children with Special Health Care Needs
 - Dept of Early Learning Infant Toddler Early Intervention Program



1st Quarter Challenges

- Development of new FWB care coordination eligibility criteria different from Passport criteria initially caused confusion
- Mailing of comprehensive healthcare reports to caregivers was delayed due to issues regarding confidentiality
- Medical records request process is being refined to obtain more records
- Care coordination challenges include development of summaries and connecting with social workers



Update on Fostering Well-Being Regional Medical Consultants

Dr. Nancy Anderson

*Fostering Well-Being Physician Liaison, Medicaid
Purchasing Administration (MPA)*

MAP OF WASHINGTON STATE WITH CHILDREN'S ADMINISTRATION REGIONS AND REGIONAL MEDICAL CONSULTANTS

**Dr Becky
Wiester**

Dr Frances Chalmers

Dr Don Ashley

**Dr Michelle
Terry**

Dr Kelvie Johnson

Dr Roy Simms



Responsibilities, Challenges, and Potential Solutions

- Open access and consistent referrals and education
 - RMCs invited to supervisor and area administrator meetings
 - Invite RMCs to regular education for new social workers so they will be known by all
 - RAs reinforce creation of regular appointments at outlying offices periodically
 - Need/develop web-based format for meetings so that SW's from outlying offices can contact RMCs
 - Include RMC education in Foster Parent newsletters
 - RMCs share educational material on intranet site





Seamless Collaboration Between Regions and Fostering Well-Being Program

- Regional Administrators are now getting PRISM information on high-risk children
- RMCs and SWs informed on CCU denials
- More PRISM training planned
- Quarterly face-to-face meetings with RMCs
 - Interim phone meetings



Other Issues

- Special interests of individual Regional Medical Consultants
 - Judicial/AAG education
 - Rapid access to medical information
 - Collaboration as requested from Indian Child Welfare
 - Working on prevention

Education Update

Barb Putnam

*Statewide Well-Being and Adolescent Program
Supervisor, Program and Practice Improvement, CA*

Kevin Kukas

*Statewide Intake Program Manager and FamLink
Design Program Lead, Program and Practice
Improvement, CA*





FamLink Development

- Education Page Enhancements
 - Released March 2010
 - Maintains Historical Education Information
 - New Education Plan included in FamLink
- Changes will result in improved tracking and monitoring of educational progress
- FamLink Educational Report will be developed Summer/Fall 2010

FamLink Education Pages

Education - Pre K - Post Secondary -- Webpage Dialog

FamLink Print Grammar Check Help

Child

Name: Braam Example DOB: Age: 15 Ethnicity: American Indian/Alaskan Native,
 State Student ID : 1546585004 LEP: Language: English
 Current School Name: Hoquiam High School Current School District: Hoquiam School District School at Time of Removal: Aberdeen School District-J M Weatherwax High School

Actions
[Actions Log Page](#)

Education **Special Education Needs** **Record Request and Referral** **Education Plan**

Education Record

School		District			
Hoquiam High School		Hoquiam School District			
Term	Current Grade	GPA	Credits	Current Performance	Special Ed Needs
Spring		3.01	0000.00	Working at grade level	Edit Delete

Last Updated By: KUKAS, KEVIN Date: 06/16/2010

Education History

School		District			
J M Weatherwax High School		Aberdeen School District			
Term	Current Grade	GPA	Credits	Current Performance	Special Ed Needs
Winter	9	2.55	0000.00	Working at grade level	View
Fall		0.00	0000.00		View

[Add New School](#) [Save](#) [Close](#)



FamLink Education Pages

Maintain Education History -- Webpage Dialog

FamLink Print Grammar Check Help

Information

Demographics

*School District: Hoquiam School District ☐ School District at Time of Removal

*School Name: Hoquiam High School ☒ Primary School

School Address: 501 W. Emerson, Hoquiam, WA, 98550-0000

Out of State/Private School:

Out of State/Private School Address:

School Type:

Program Type:

☐ Special Education: Special Education Level:

Enrollment Details

School Year:

*Enrolled Date: 01/14/2010 End Date: 00/00/0000

Reason Not Enrolled Within 3 Days of Placement:

Reason for Change:

Completion Status:

School Stability

Were efforts made to maintain youth in same school? No Efforts Made:

Description of Plan or Reason no Plan was Developed: Child requested tranfer of schools. Extended family attends Hoquiam High and she will b

Continue Close



FamLink Education Pages

Education Details -- Webpage Dialog

FamLink Print Grammar Check Help

Actions
[Actions Log Page](#)

School Details

Current Attending

*Is the child currently attending a public/private school? ☒ Yes ☐ No

Reason:

Date Earned High School Diploma or GED Certificate: 00/00/0000

Current Grade

*School Year: 2009-2010 Term: Spring

Current Grade: 9

Current GPA: 3.01

Credits Earned: 0000.00

Describe GPA and/or Credits Missing:

Current performance for non-graded levels/grades and levels receiving grades: Working at grade level

Completion Status:

☐ Child was held back/retained

Current Status

☒ Enrolled Full Time ☐ Not Enrolled

☐ Enrolled Part Time

☐ Suspended

History of suspensions(not counting current suspensions):

Attendance most recent term:

Conduct most recent term:

☐ Indicator that Educational advocacy referral is needed.

Other School Information:

WASL Test Results

Math: Meet Standard Science: Meet Standard

Writing: Meet Standard Reading: Meet Standard

Save Close



FamLink Education Pages

Education - Pre K - Post Secondary -- Webpage Dialog

FamLink Print Grammar Check Help

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Actions
[Actions Log Page](#)

Education **Special Education Needs** **Record Request and Referral** **Education Plan**

1. Are special education services needed? No

Supporting Detail

Plan

*Type:	IEP	Start Date:	01/04/2010	Review Date:	00/00/0000	End Date:	00/00/0000	Delete
Copy in Record:	<input type="checkbox"/>	Extended School Year:	<input type="checkbox"/>	Summary of Services:	Child is in need of speech therapy and this service is approved by school district and will begin in the next few weeks.			

[Insert](#)

[Add New School](#) [Save](#) [Close](#)



FamLink Education Pages

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Actions
[Actions Log Page](#)

Education | **Special Education Needs** | **Record Request and Referral** | **Education Plan**

School Record Request

*School District: Aberdeen School District *Date Requested: 09/01/2009 Date Received: 00/00/0000
*School Requested From: Miller Junior High Reason Not Received:
Other School: Requested By: KEVIN KUKAS [Delete](#)

[Insert](#)

Referrals Made

*Referral To:	*Date:	Comments:
Education Advocacy Program	02/10/2010	Delete

[Insert](#)

[Add New School](#) [Save](#) [Close](#)



FamLink Education Pages

Education - Pre K - Post Secondary -- Webpage Dialog

FamLink Print Grammar Check Help

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Actions
[Actions Log Page](#)

Education Special Education Needs Record Request and Referral Education Plan

Education Plan

1. Is there a plan for transportation to school? Yes Provided By: School District bus
 Description of the plan or reason why no plan was developed:
 Transportation provided through School District. Bus route in close proximity to Relative Placement. Emergency backup is for Relative to transport if bus services is interrupted or inclement weather.

2. Is the child/youth making academic progress? Yes
 Comments:

3. Has a plan been developed to assist the youth in obtaining necessary credits to achieve academic goals? N/A
 Plan to obtain credits:
 Description of the plan or reason why no plan was developed:
 Child is a freshman and is academically current.

4. Who will be responsible for regular, day-to-day education decision making? Role: Foster parent/relative caregiver
 5. Who will be responsible for special education needs decision making? Role: GAL/CASA
 6. Is the child/youth's progress at school adversely affected by physical, social, emotional or mental health issues? No
 Comments:

7. Are there any educational services needed that are not being provided? No

[Add New School](#) [Save](#) [Close](#)





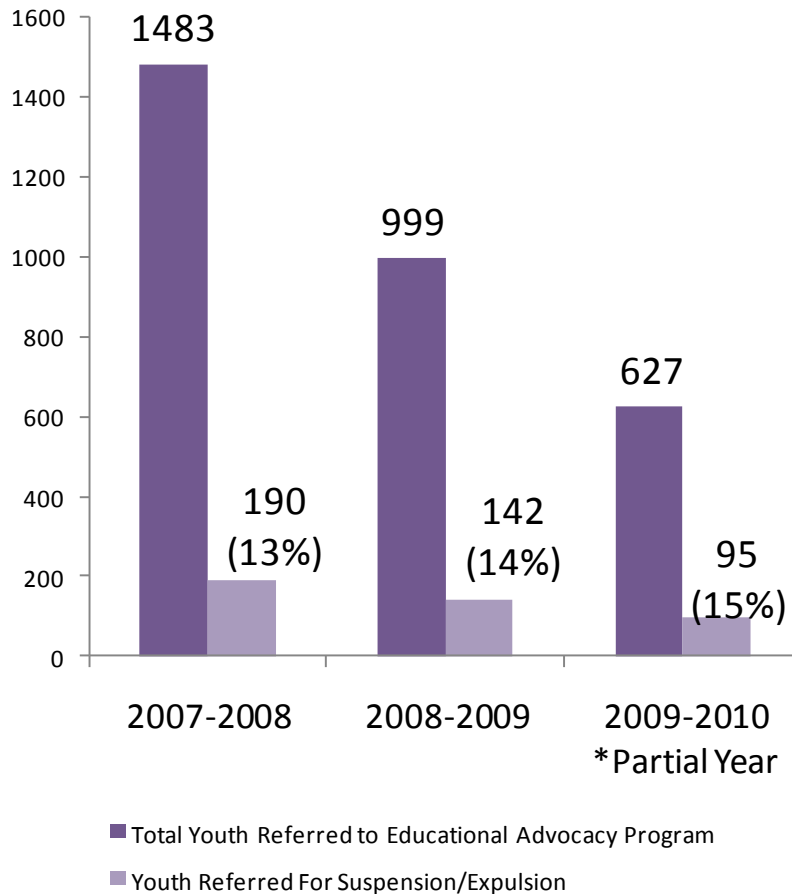
Attendance, Truancies, Suspensions and Expulsions

Action Step 4

The Department will collect information on school attendance, truancies, suspensions, and expulsions about youth in foster care in Washington, and will use this information to design and implement practice and system improvements in DCFS and to advocate for system improvements related to this goal.

Youth Referred due to Suspensions and Expulsions

Treehouse Data



Treehouse Educational Advocacy Program goal regarding Discipline:

Youth will experience a decrease in inappropriate use of suspensions and expulsions.

- Reduce the severity of suspensions and expulsions
- Reduce the number of disciplinary days a youth spends out of school

* 2009-2010 partial year counts include Sept-Dec 2009 data.





Successful Strategies

- **Education Advocacy** is an effective strategy in discipline situations including suspensions and expulsions.
 - In general there is a reduction or prevention of out of school days
 - Treehouse Advocates are reducing or entirely dismissing Long Term Suspensions and Expulsions (76% of expulsions reduced/dismissed in first half of 2010)



Successful Strategies

■ Collaborative Efforts

Training of school staff

- Increased awareness understanding of the unique needs of youth in care
- More supportive interventions

Training of social workers and caregivers

- More attentive to the educational needs of children in foster care
- Increased knowledge concerning educational advocacy
- Demonstrating and incorporating education advocacy into daily casework activities



System Issues

- Concurrent needs with Special Education when a foster youth has disciplinary actions
 - Approx. 75% of youth in first half of 2010 with discipline goal were receiving Special Education Services
 - Foster children not receiving Special Education Services but receiving discipline, almost half were referred for evaluation by Advocates for suspected disabilities



Systems Issues

- We need to have a greater focus on vulnerable middle school foster students
 - Focus on school success for this age group
 - Treehouse reports:
 - 9th grade seems to be the grade with the highest prevalence of disciplinary action related to suspensions and expulsions
 - Loss of classroom time relates to lack of credits and/or failing classes in this pivotal year for youth



System Issue Recommendations

- Explore increased advocacy for higher risk groups
- Continue implementation of mentoring strategies
- Continue Educational Workgroup
- Continue education of staff, caregivers and educators
- Implement strategies included in our compliance plans



Education Workgroup Update

- Strong partnership around data: Office of the Superintendent of Public Instruction (OSPI), Children's Administration (CA), Treehouse, and Washington State Institute for Public Policy (WSIPP)
- WSIPP is preparing a second year report on graduation rates that will be used by the workgroup
- While the Building Bridges Program funding has been significantly reduced, the work continues to inform the work group



May 2010 Workgroup Meeting Discussion Topics

- WASL/Assessment Scores & Education Advocacy Program (WSIPP)
- Suspensions/Expulsions (Treehouse)
- Building Bridges (OSPI)



Workgroup Recommendations

1. Explore the Washington School Information Processing Cooperative (WSIPC) for potential data concerning suspensions, expulsions, truancy

Strengths:

- Includes 279 school districts with a common data pool

Challenges:

- Largest school districts do not utilize WSIPC for their data
- No common definition across school districts
- All information would need to be hand-cross matched similar to the OSPI, CA, WSIPP model



Workgroup Recommendations

2. Explore OSPI's Education Navigators model for 14-18 year olds
3. Implement mentoring programs
4. Collaborate with schools on transition plans
5. Refinement of training materials for caregivers
6. Work with young people to identify additional recommendations



Workgroup Next Steps

- Focus on foster students in middle school is important, but may be too late
- Next meeting will focus on the early educational needs of children in foster care
- Active participation and input from youth



Educational Advocacy Program

- Positive outcome from the legislative session
- Funded due to a combination of legislative and private funding
- Strong private/public partnership



School District Agreements

- 182 signed agreements of 295 school districts, an increase of 10 in last 6 months
- CA is targeting high removal/placement districts
- Of the school districts with 100 or more foster students, 91 percent are in school districts with agreements

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Braam Monitoring Timelines & Outcomes Identified for More Frequent Reporting



CA Presentation on Monthly Report Data



Monthly Health & Safety Visits

Percent of children who received a health and safety visit each and every month they were in care for a full month during the fiscal year.

FY10 Benchmark: 95%

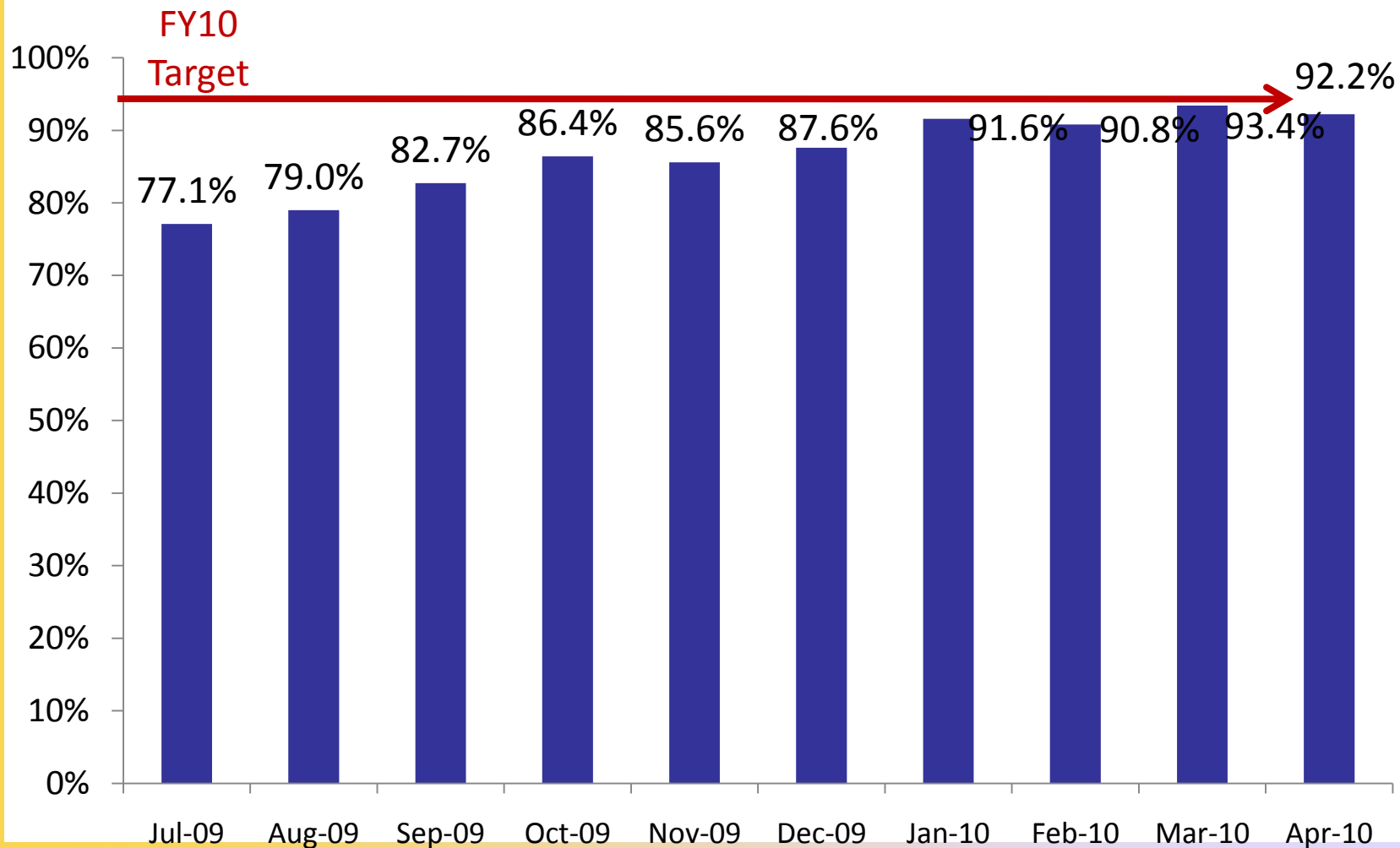
FY09 Performance: 14.8%

FY10YTD Indicator*: 86.6%

** Each month CA reports an indicator of overall performance based on the percent of children in care for a full month that receive a health and safety visit and the FY10YTD indicator is the monthly average of that measure.*



Monthly Health & Safety Visits





Monthly Health & Safety Visits

Key Strategies for 2010

- Reduce timeline to document monthly H&S visits and clarify policy and FamLink documentation requirements
- Strengthen quality assurance review and improvement activities
- Decrease social worker caseload by focusing on timely achievement of permanency

Shared Planning Meetings focused on CHET Screen Results within 60 Days

Children in out of home care 30 days or longer will have completed and documented CHET screens within 30 days of entering care.

FY10 Benchmark: 90%

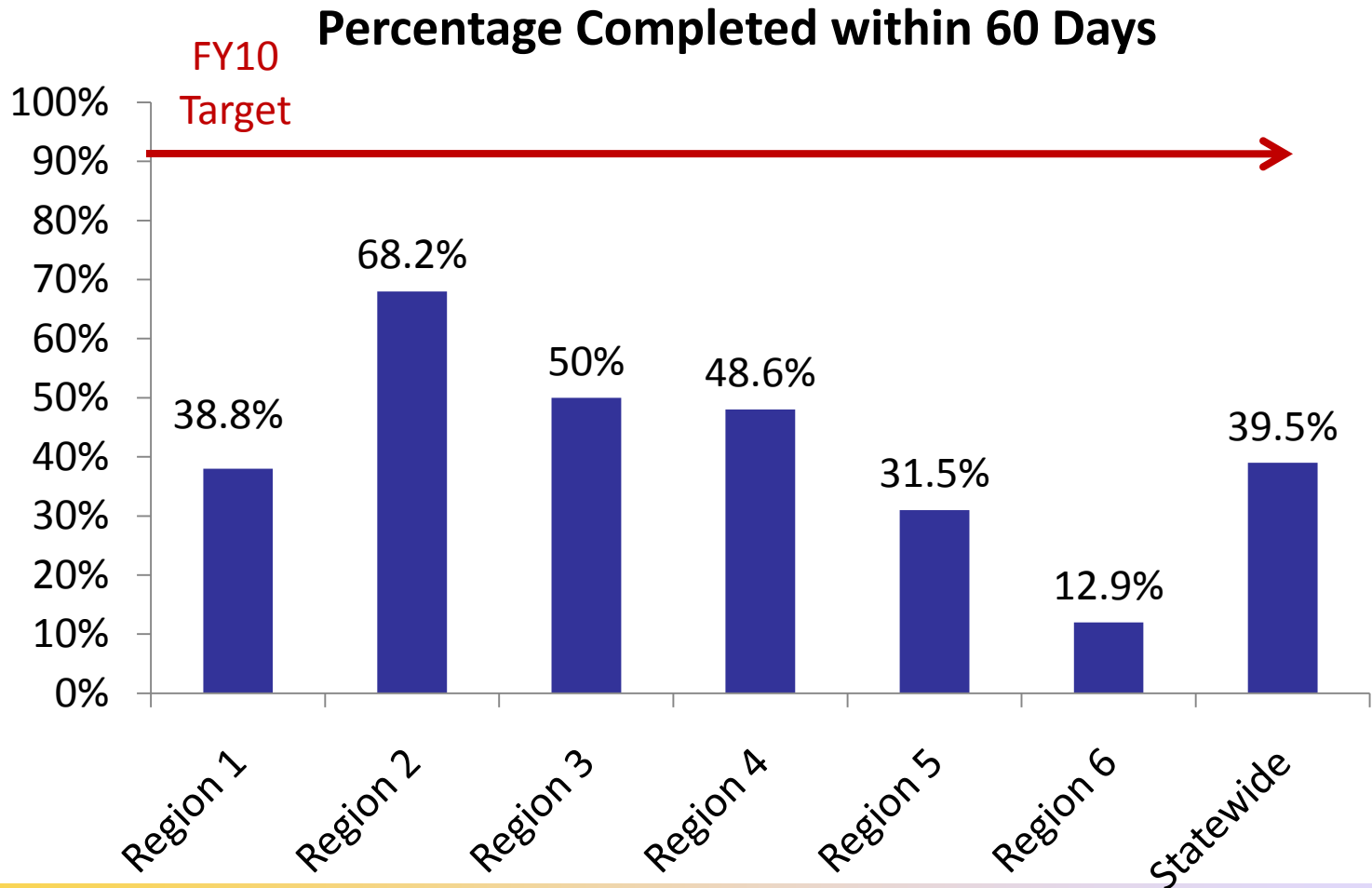
FY09 Performance: Data Not Available

FY10YTD* Performance: 39.5%

March-10 Performance: 53.7%

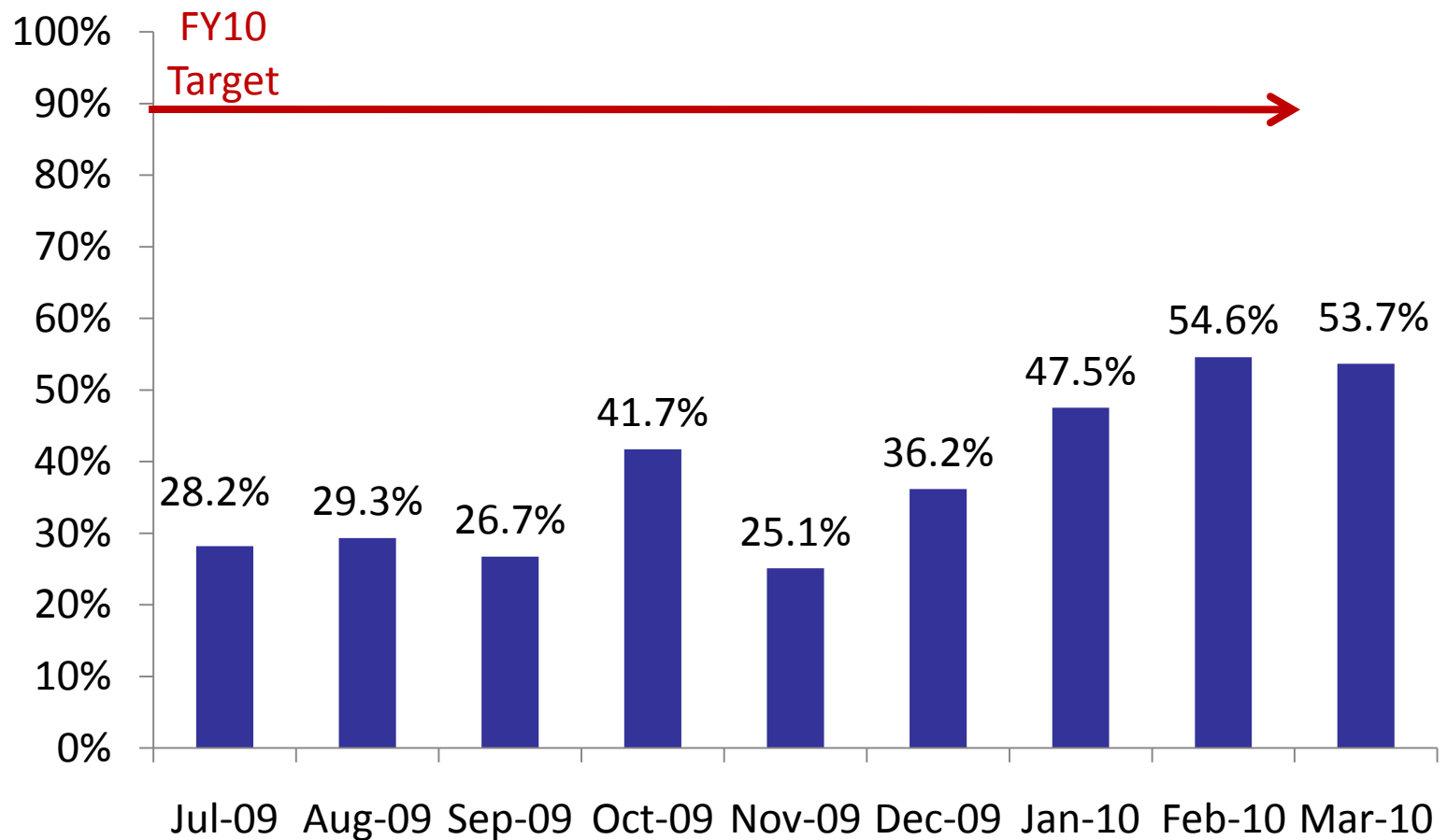


Shared Planning Meetings Focused on CHET Screen Results within 60 Days



Shared Planning Meetings Focused on CHET Screen Results within 60 Days

Percentage Completed Statewide within 60 Days by Month





Shared Planning Meetings Focused on CHET Screen Results within 60 Days

Key Strategies for 2010

- QA review and tracking by Regional CHET Supervisors
- QA review, analysis, and regional action planning
- Development/use of FamLink Management report
- Policy clarified and practice expectations strengthened and communicated to staff
- In-Service staff training
- CHET Screening Specialists meet monthly

Child Health & Education Track (CHET) Screens within 30 Days

Children in out of home care 30 days or longer will have completed and documented CHET screens within 30 days of entering care.

FY10 Benchmark: 90%

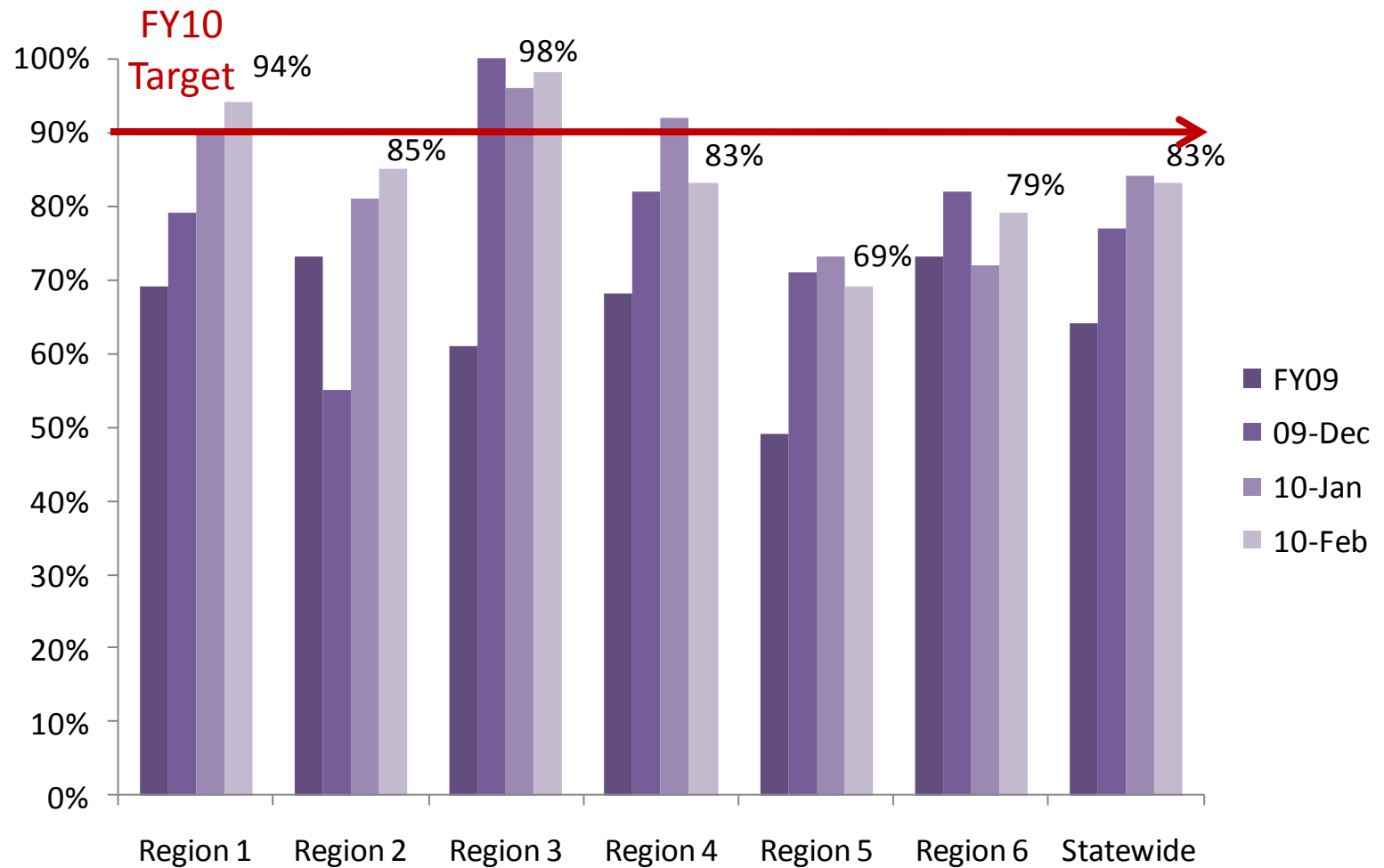
FY09 Performance: 64%

Feb 2010 Performance: 83%





CHET Screens within 30 Days





CHET Screens within 30 Days

Key Strategies for 2010

- Increase timely documentation of child placement info in FamLink
- Increase number of children provided EPSDT Exam within 30 days of OPD
- Increase timely receipt of education records
- Increase timely receipt of child health records



Early Support for Infant and Toddlers Program (ESITP) Referrals within 2 Workdays

**Children age 3 and under in out of home care
will be referred to the Early Support for
Infant and Toddler Program within 2
workdays of identification of concerns about
development delays from their CHET Screen.**

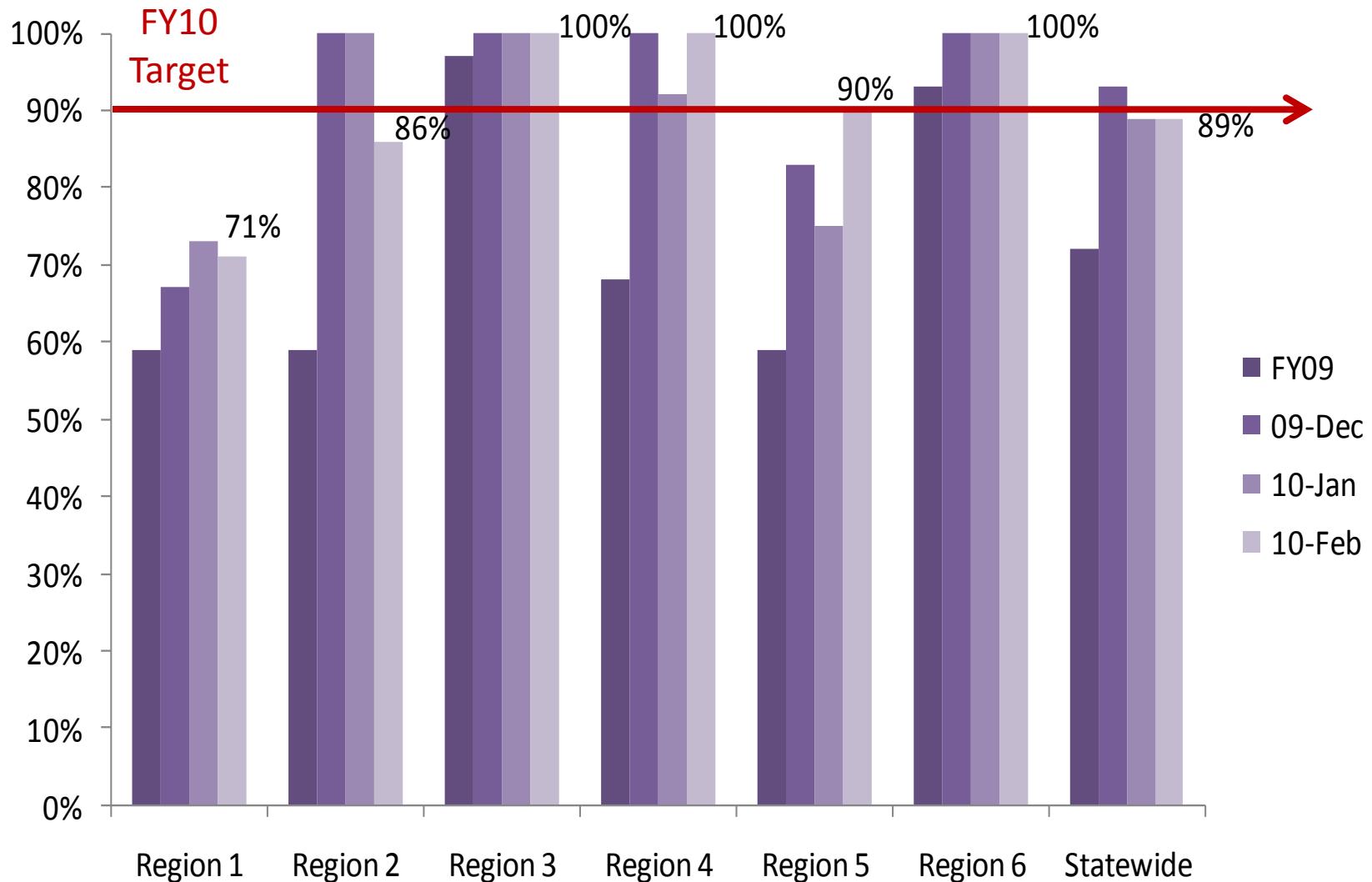
FY10 Benchmark: 90%

FY09 Performance: 72%

Feb 2010 Performance: 89%



ESITP Referrals within 2 Workdays





ESITP Referrals within 2 Workdays

Key Strategies for 2010

- Changed CHET database to account for children already receiving ESITP services
- Regional CHET team engaged in data clean up efforts
- Policy reminders provided to CHET teams
- Monthly review and monitoring



CA Presentation on Caseload Size



SW Caseloads \leq 18 Cases

- Considerations
- Trends
- Factors Impacting Performance
- Efforts to Reduce Caseloads
- Compliance Plan
- Next Steps



Considerations

- Current caseload measurement data are indicators or estimates
- Caseload measure data are derived from 'rules' based on assignments
- Current measurement allows for variability in assignment characteristics
- Staff are improving adherence to FamLink assignment rules and increasing confidence in caseload measurement data



Considerations

- Caseload measurement report based on *strict* assignment 'rules' developed Feb-10
- New report is being used to identify and problem-solve data integrity issues
- Clean-up efforts and measure refinements will provide a more accurate measure of current and future case assignments
- CA will move to strict assignment rules in the near future

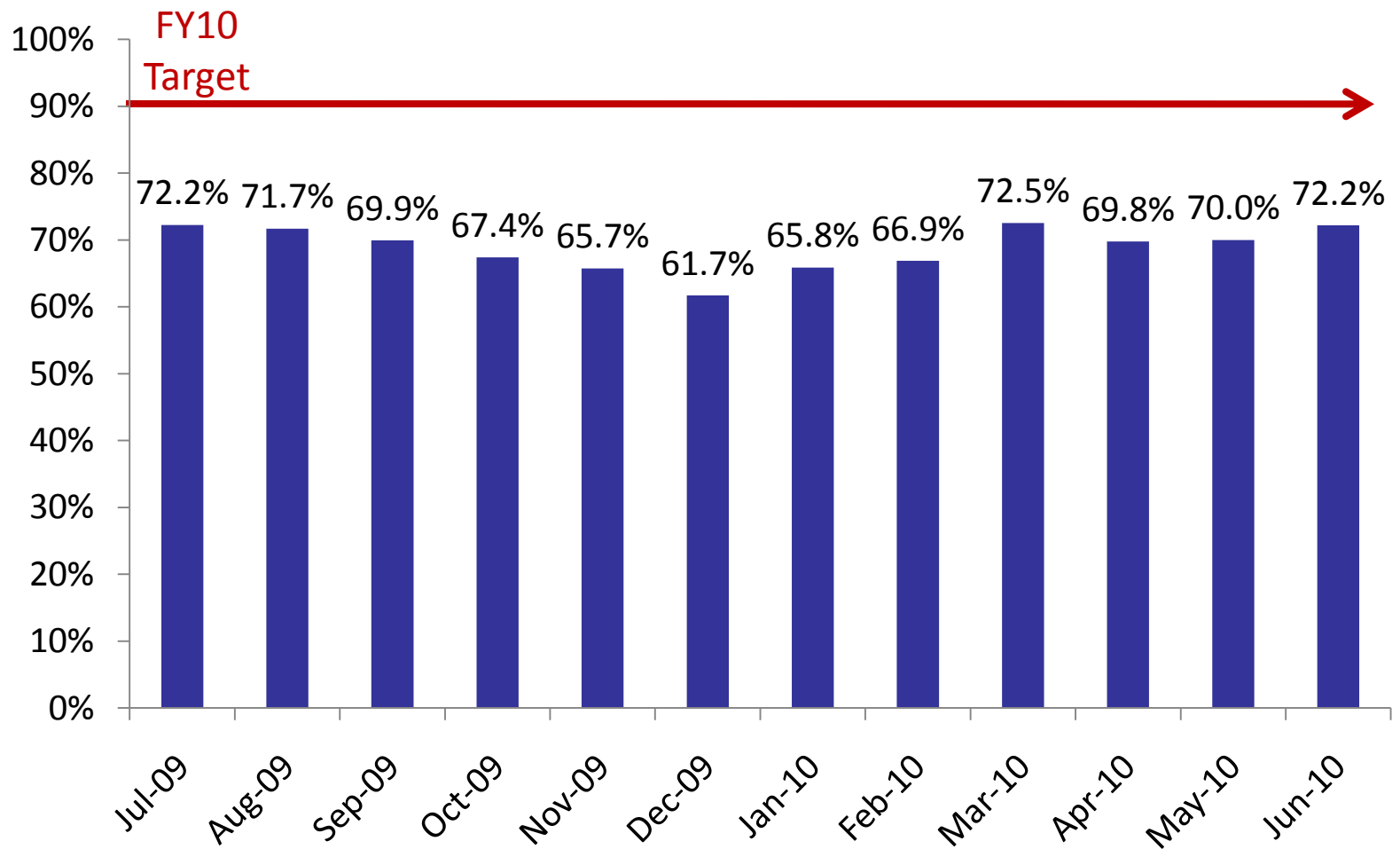
Counts Based on 'Strict' Logic

Caseload Counts for Braam Workers Only

		<=18.0	>18.0	Total
02/10	Count of Braam_Worker	541	145	686
	Percent of Workers	78.9%	21.1%	100.0%
	Sum of Cases	5989	3243	9232
03/10	Count of Braam_Worker	546	133	679
	Percent of Workers	80.4%	19.6%	100.0%
	Sum of Cases	5905	2915	8821
04/10	Count of Braam_Worker	592	121	713
	Percent of Workers	83.0%	17.0%	100.0%
	Sum of Cases	6291	2604	8895
05/10	Count of Braam_Worker	585	126	711
	Percent of Workers	82.3%	17.7%	100.0%
	Sum of Cases	6215	2745	8960

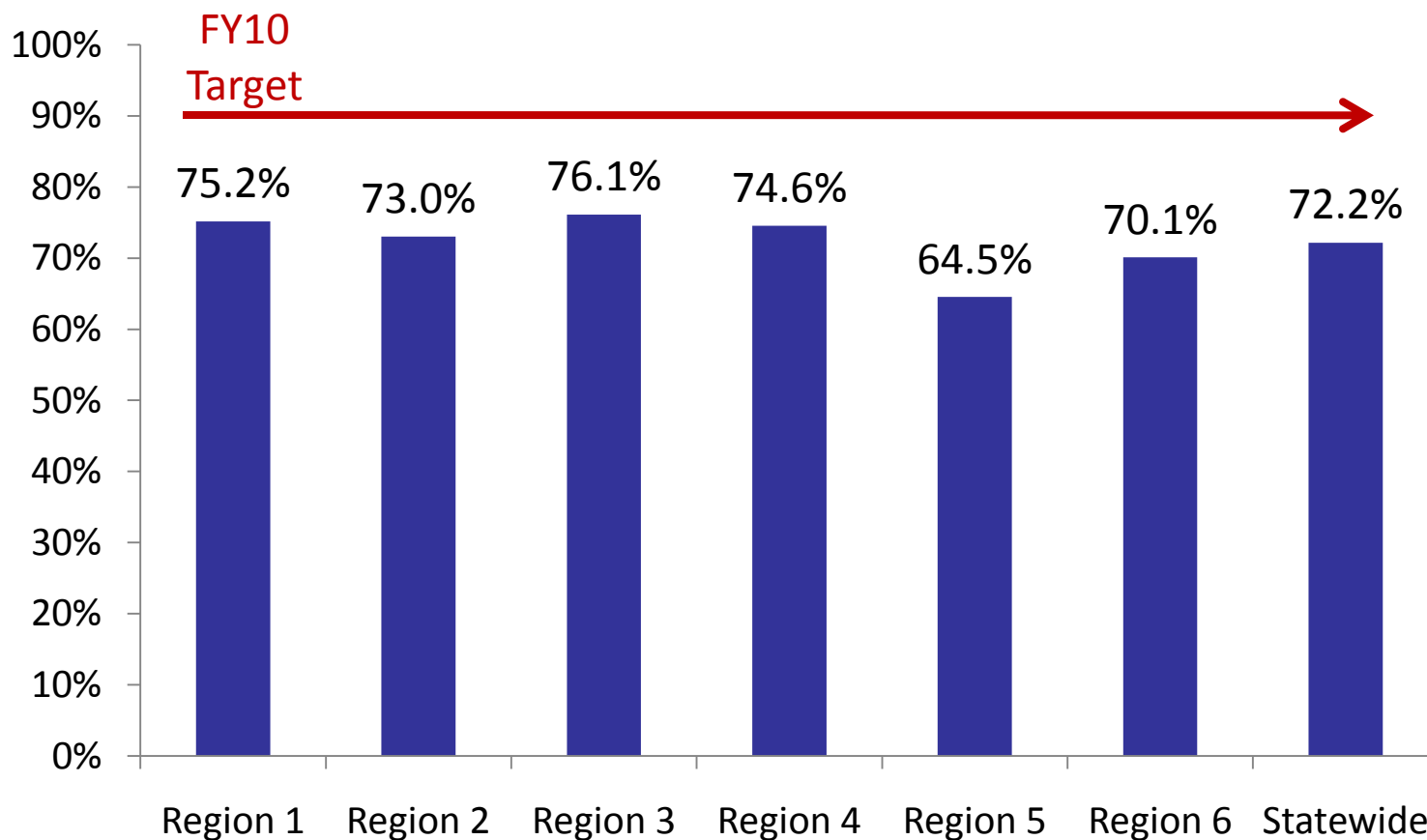


Percentage of SW < or = 18 Cases Statewide Total FY10YTD





Percentage of SW < or = 18 Cases Regional Total May 2010

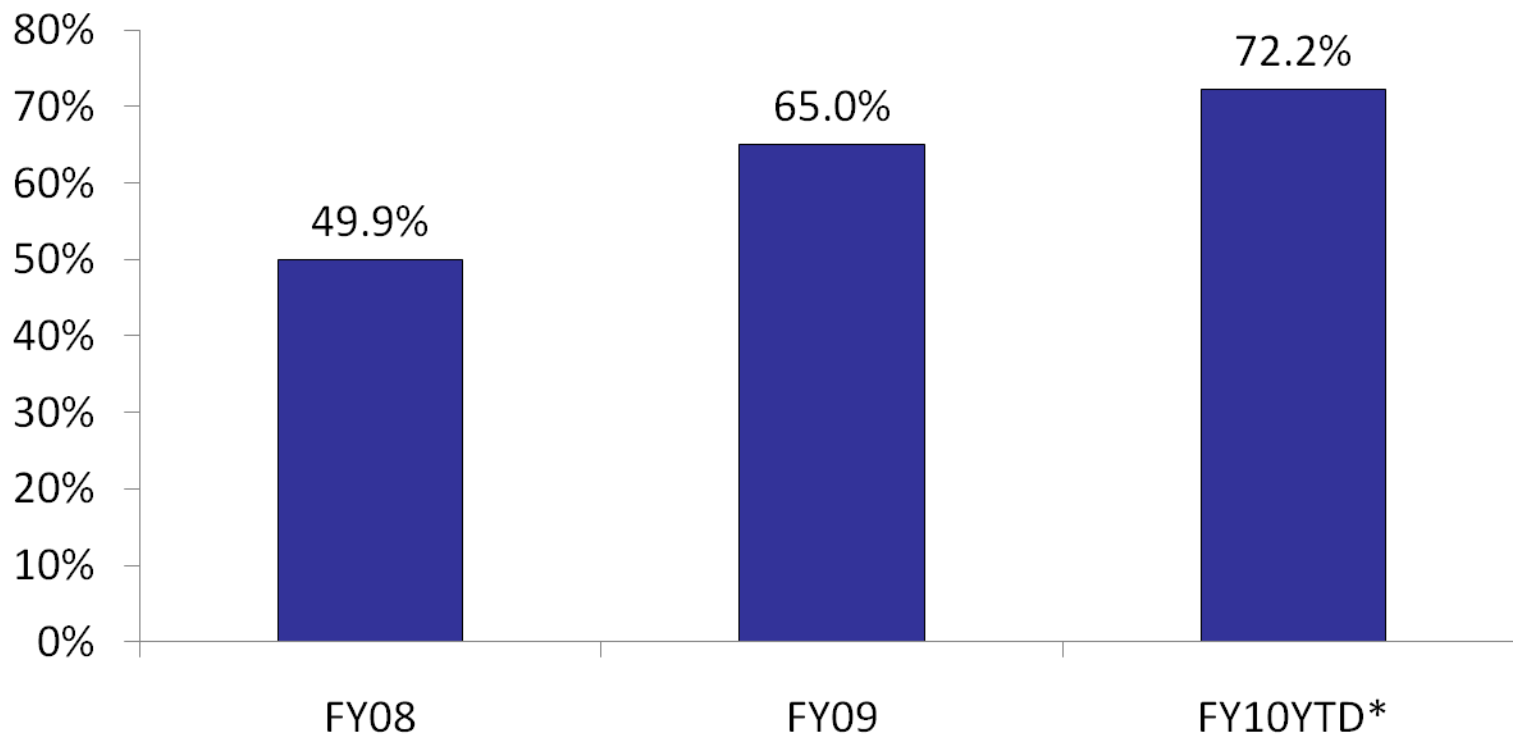




Trends Over Time

FY08-FY10YTD*

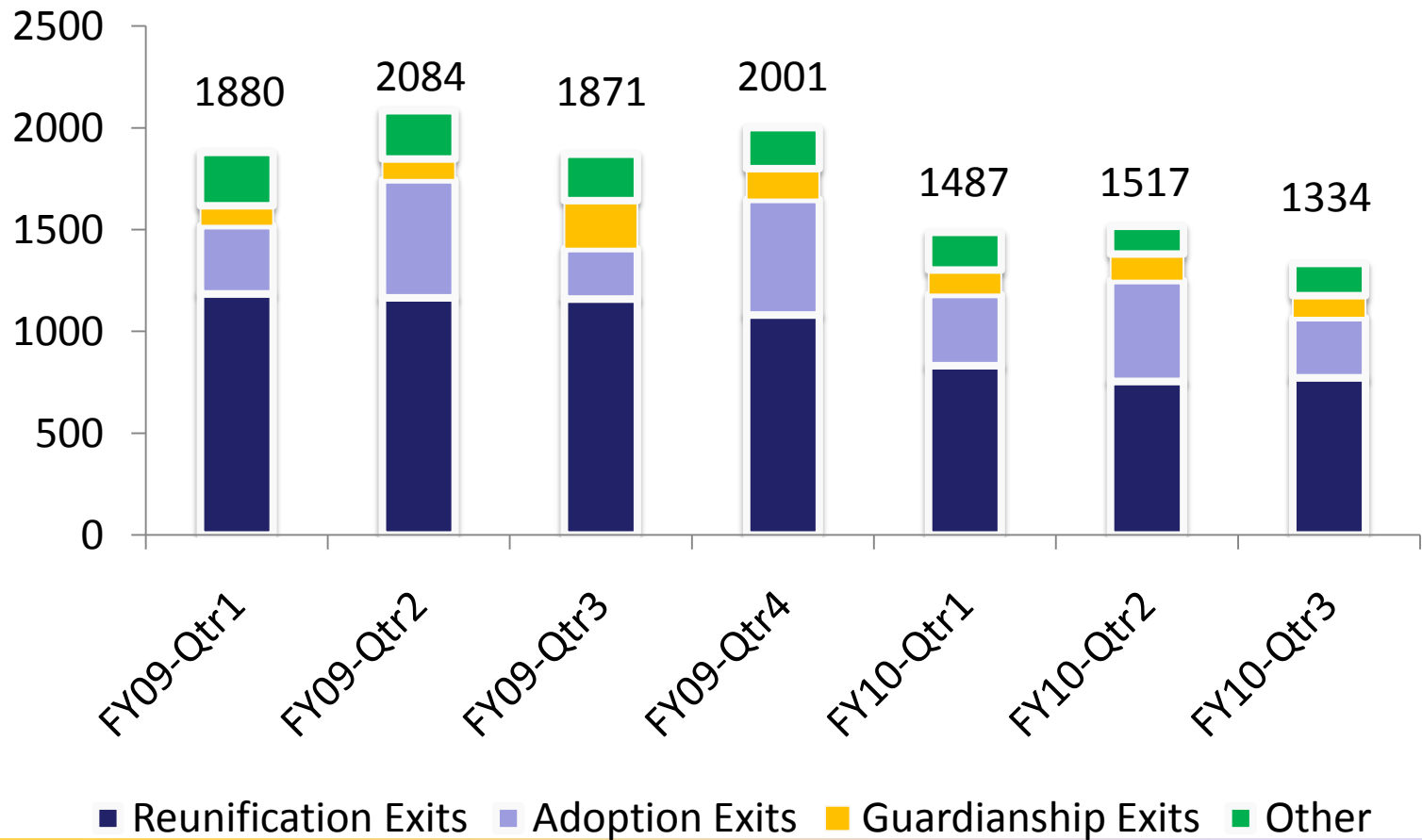
Percentage of SW with \leq 18 Cases



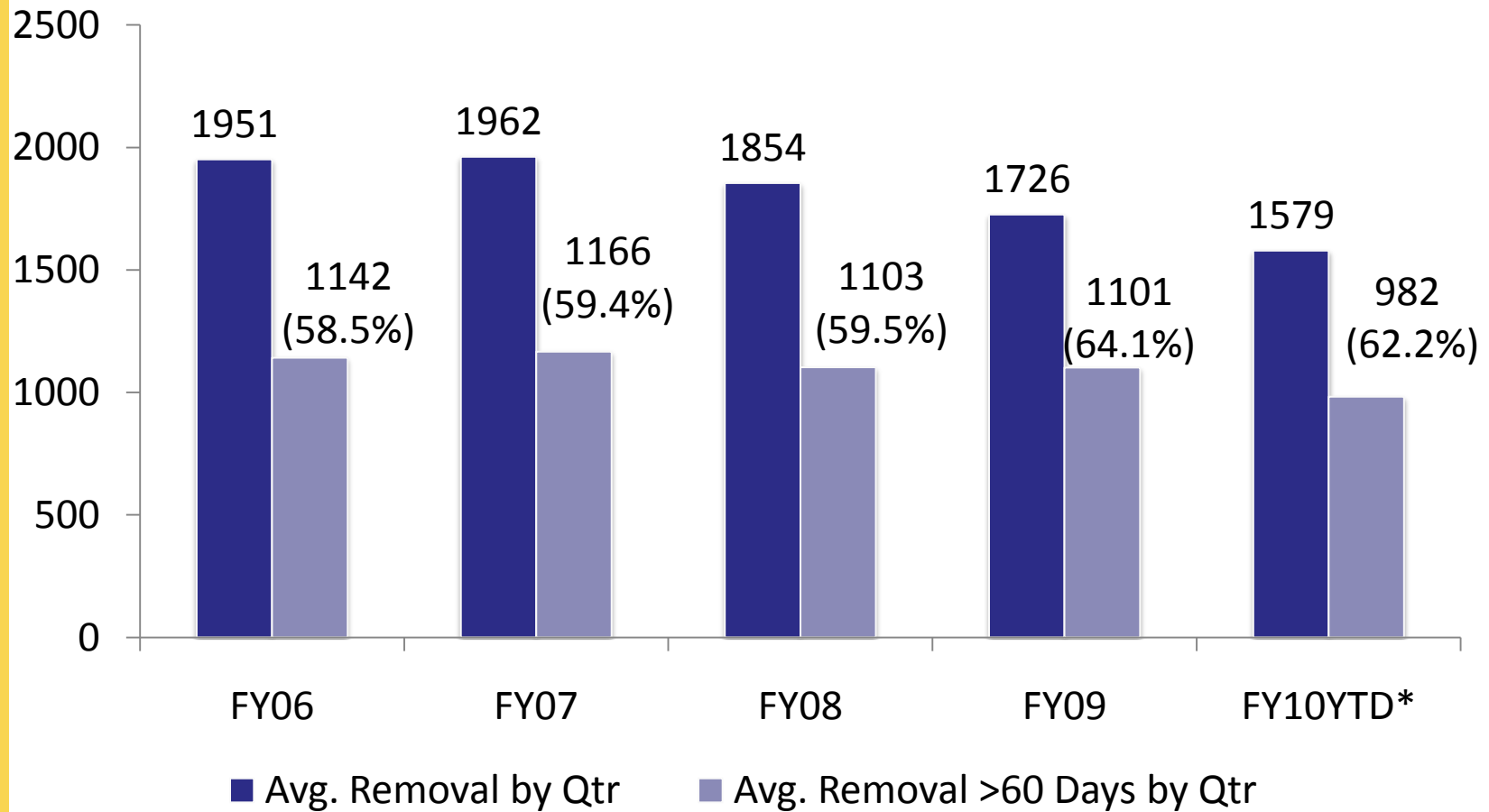
* FY10YTD is for July-09 through May-10 and reflects the monthly average

Number of Children Leaving Placement by Exit Type

FY09-FY10YTD*

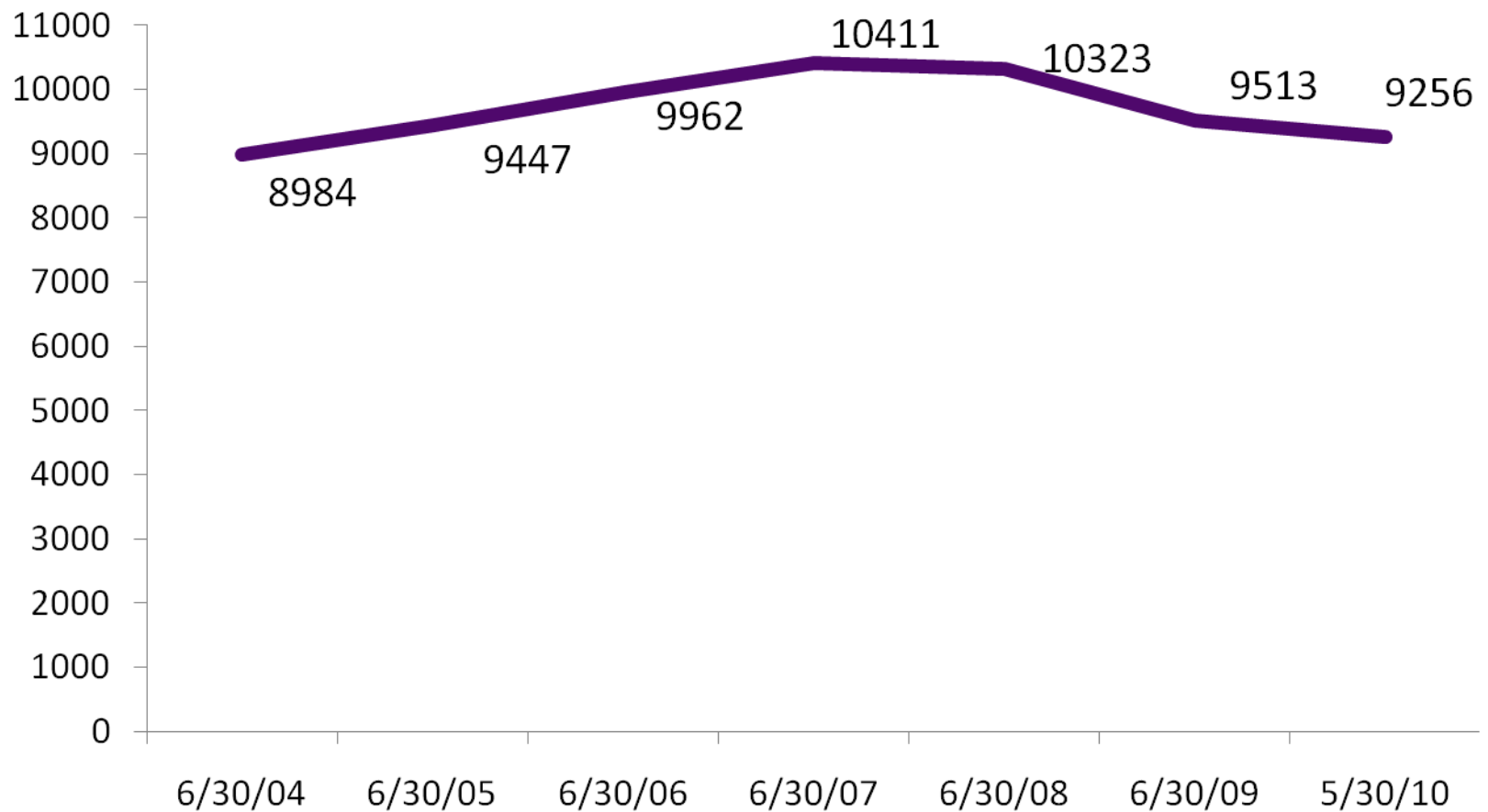


Avg. Number of Removals and Placements with LOS >60 Days per Quarter by FY

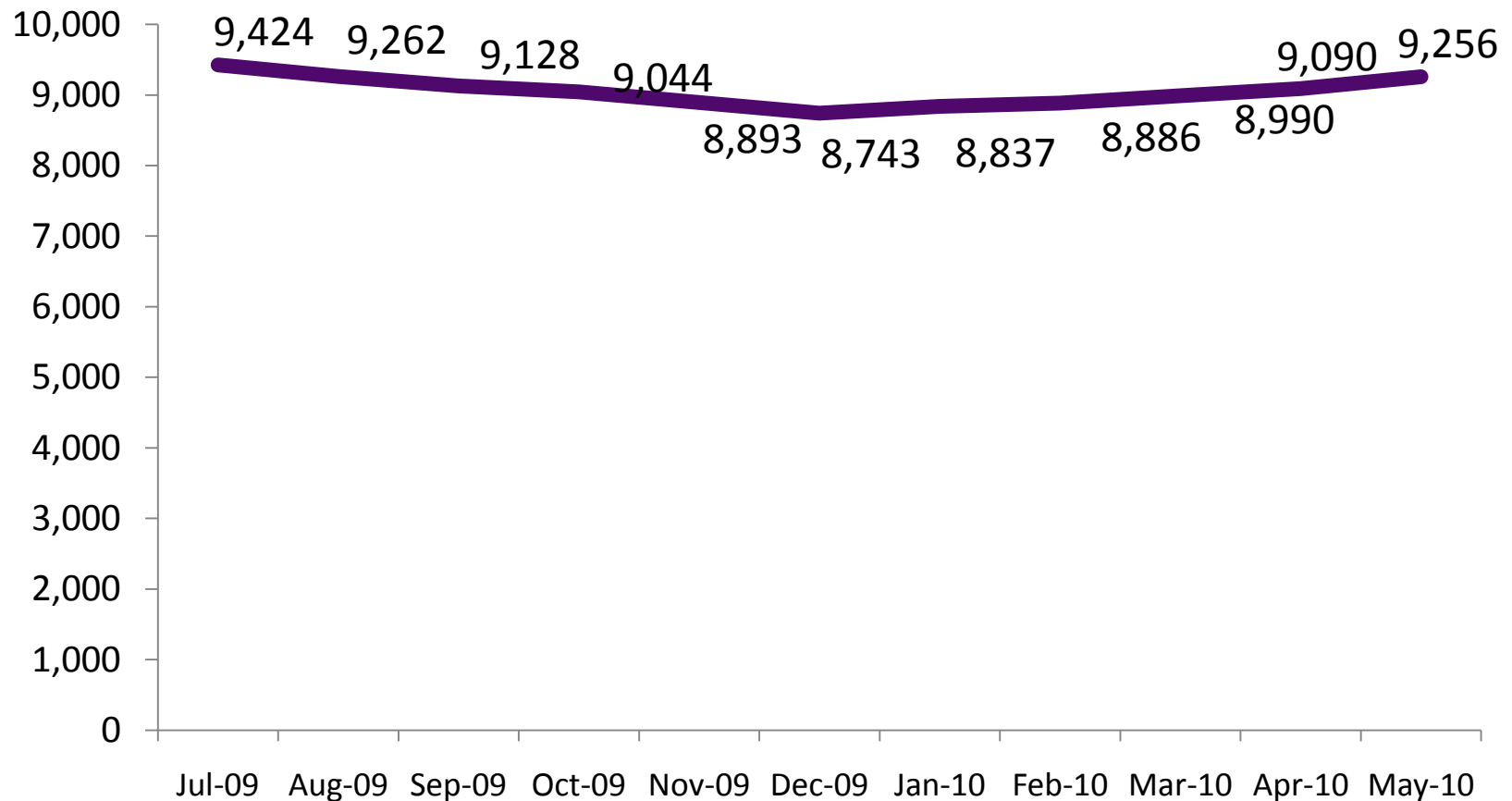




Child Out-of-Home Placement Counts Years 2004-2010

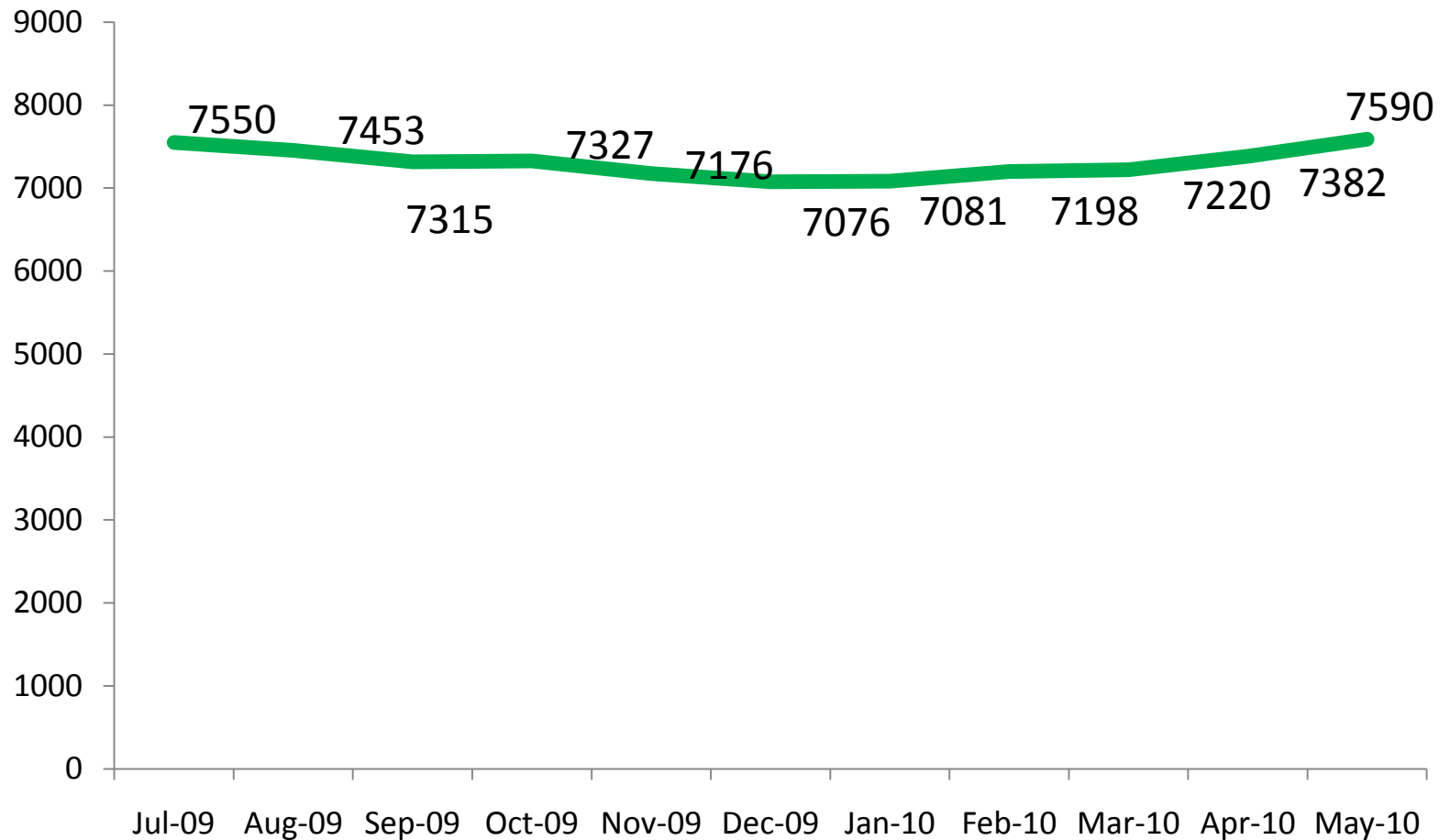


Child Out-of-Home Placement Counts FY10YTD

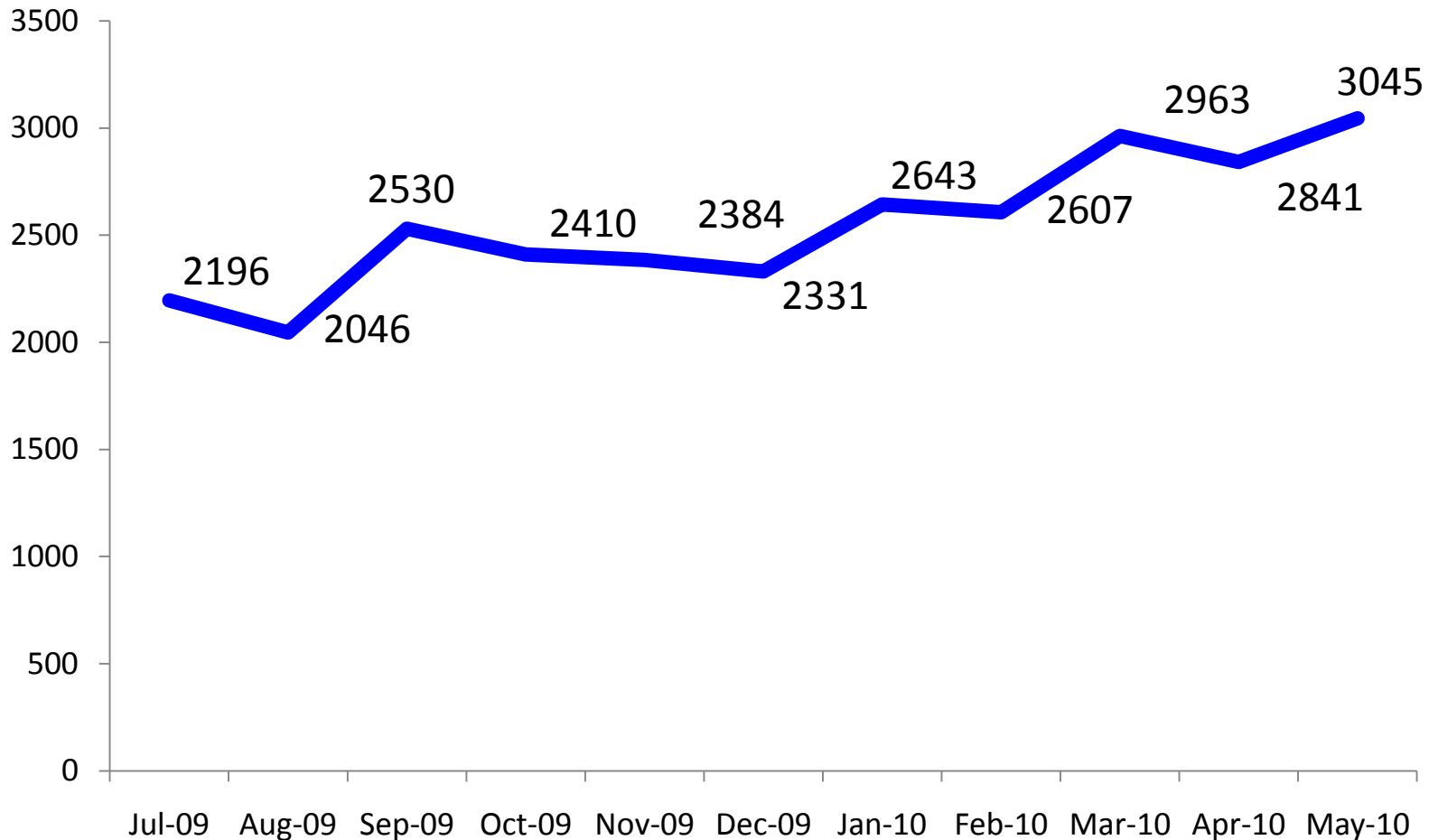




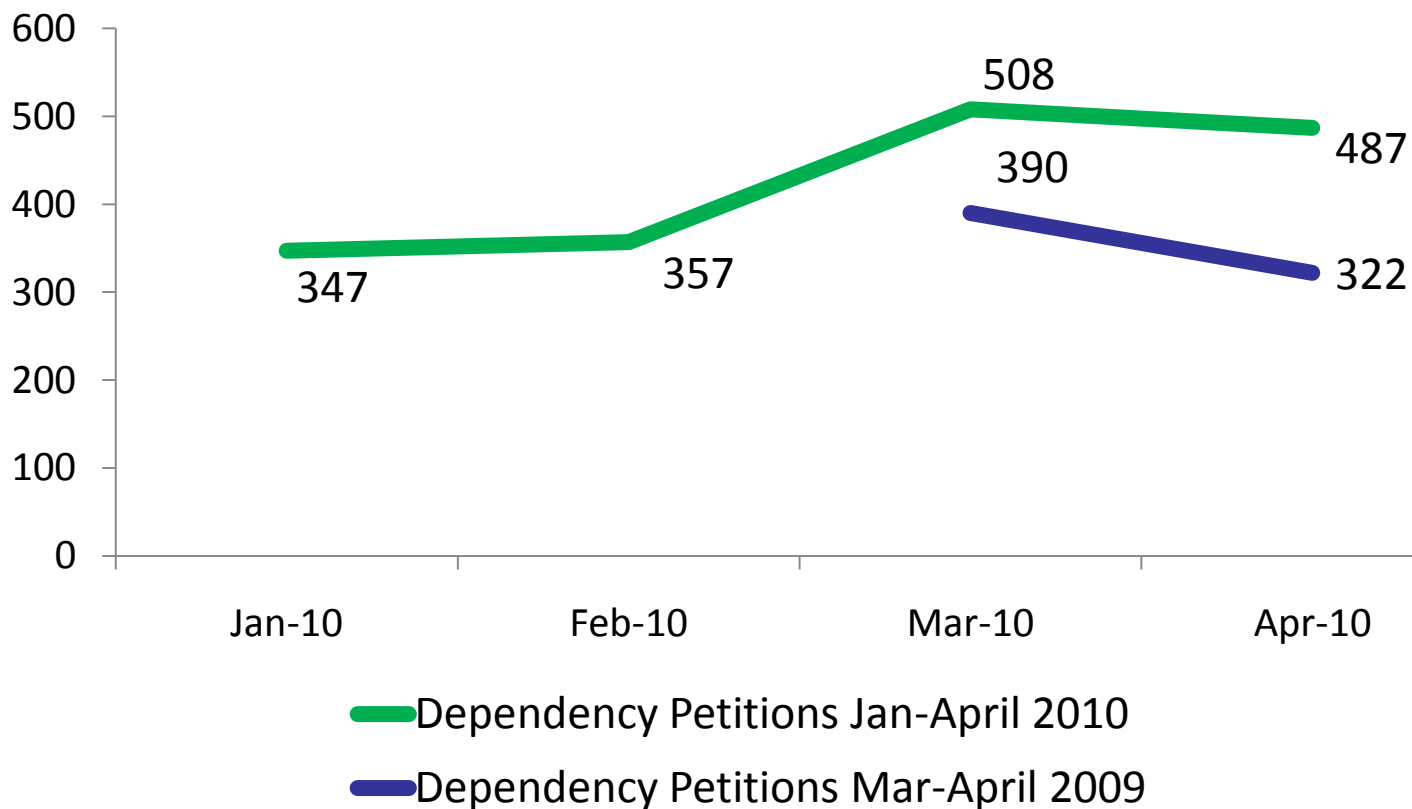
Monthly H&S Visit Placement Counts



Intakes with Standard 24/72 Hour Response Times



Dependency Petitions Filed Monthly Counts CY2010YTD*

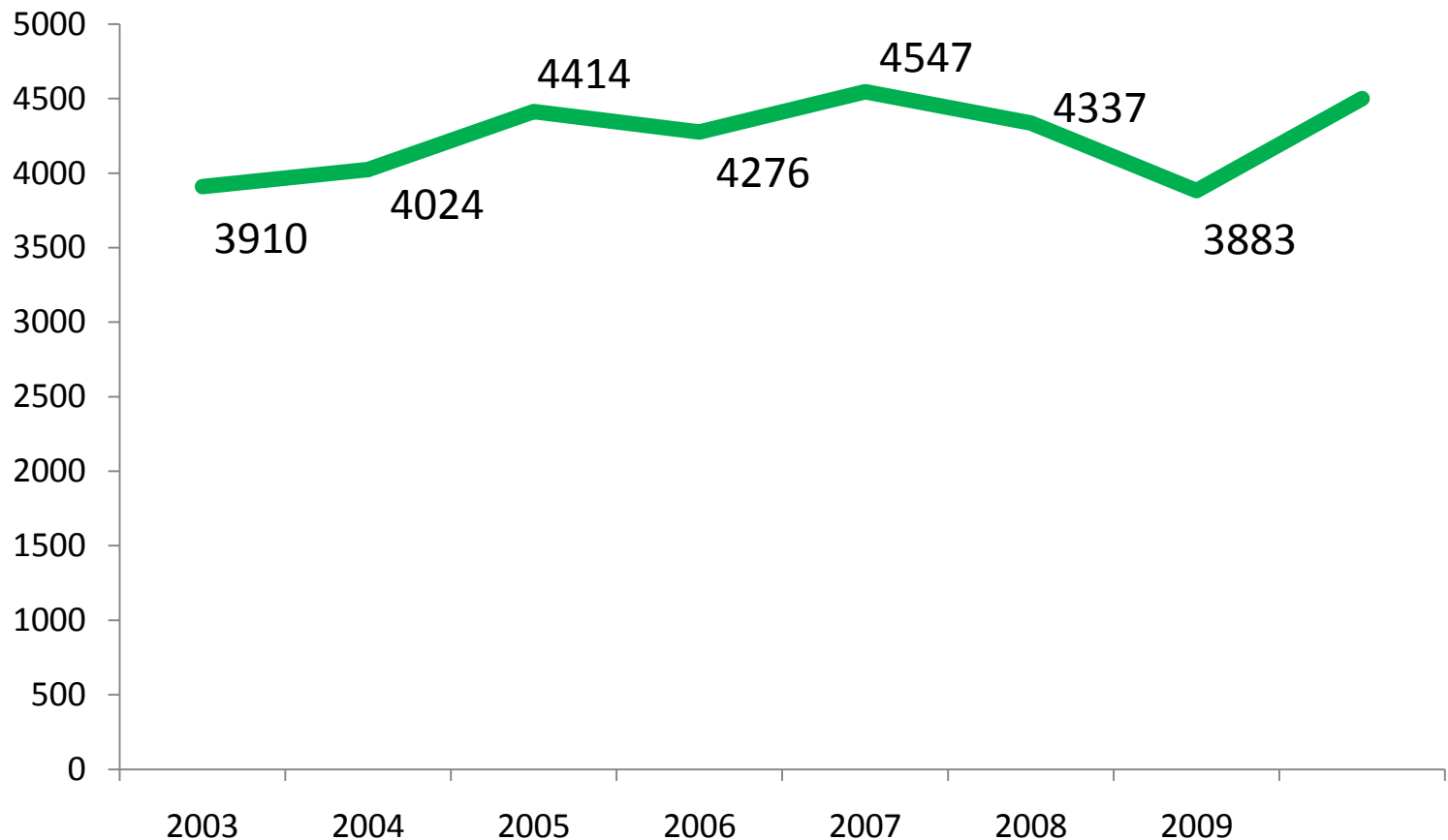


*2010YTD includes Jan-10 to April-10

Data Source: Administrative Office of the Courts (AOC)



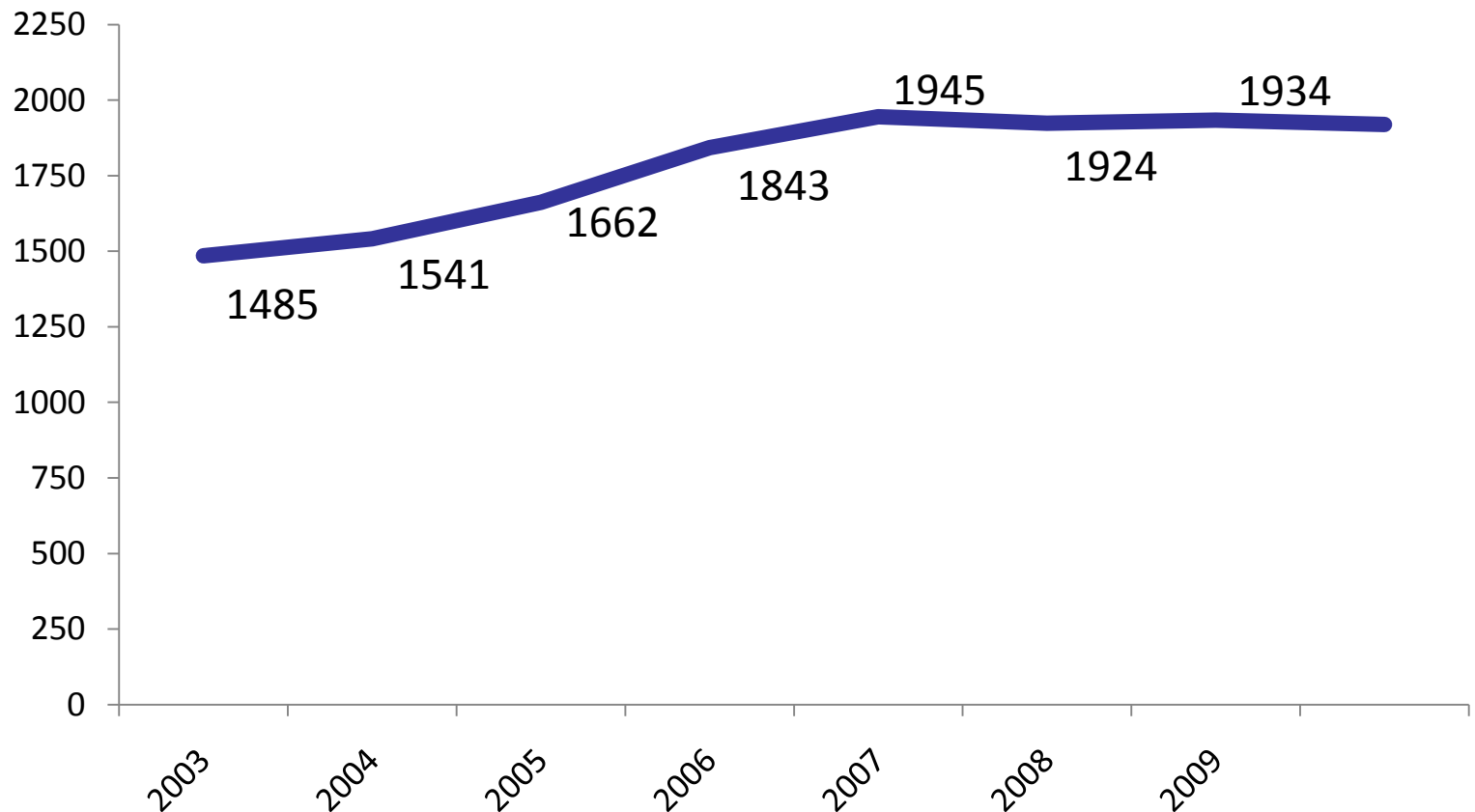
Dependency Petitions Filed Yearly Counts CY2003-2009



Data Source: Administrative Office of the Courts (AOC)



Termination Petitions Filed Yearly Counts CY2003-2009



Data Source: Administrative Office of the Courts (AOC)





Summary of Findings

- Caseload trends are better in comparison to previous fiscal years
- Fewer children are being placed in out of home care in comparison to previous fiscals, however are steadily increasing the second half of FY10
- Fewer children are remaining in out of home care longer than 60 days in comparison to previous fiscal years



Summary of Findings

- Increased attention on permanency efforts have led to solid gains over last 3 years for children and families
- CPS Intakes for 24/72 response have steadily increased during FY10
- Monthly dependency petitions being filed increased this year, especially in R5
- Termination petitions steadily increased over time and little change in last 2 years



Highlights of Efforts To Reduce Caseload

- High priority management expectation to meet benchmark
- Monitoring caseload size and ensuring FTE allotments appropriately allocated. Moving FTE's based on caseload
- Working with HR to fill vacancies as quickly as possible
- Working on case closure, coding inactive cases, and having accurate assignments documented in FamLink



Highlights of Efforts To Reduce Caseload

- Working internally and with court system to identify and address permanency barriers
- Increasing number of shared planning meetings/staffings focused on timely permanency
- Having supervisors monitor caseloads when assigning new cases to ensure equity as much as possible

Compliance Plan Strategies

- Strategy 1: Provide Supervisors Information, Training, & Expectations for Achieving Timely Permanency
- Strategy 2: Increase Number of Permanency Planning Partnership Projects
- Strategy 3: Enhance Focus on Timely Permanency for Children Residing with Relatives
- Strategy 4: Develop and Provide Supervisors Case Assignment Practice Guidelines





Next Steps for Data & Measure

- Continue to increase FamLink data integrity of assignments
- Refine report logic, methodology and case count data for day-to-day management and other reporting needs
- CA invites Panel Chair, Panel Executive Coordinator, and Plaintiffs to a Technical Assistance session to learn more about the complexities of FamLink case count data and recommended changes